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ABSTRACT

This report reviews New Jersey educational system from 1992-95, showing the continuation and expansion of the gender equity set-aside programs. The review identifies barriers to female participation in the work force and proposes recommendations to eliminate those barriers and ensure equity and fairness to females who choose to enhance their work-related skills. The four sections of the report present the following: (1) secondary and adult occupational program enrollments for 1992-1995; (2) a profile of single parents and homemakers and services provided to them; (3) a profile of students in gender equity programs; and (4) a narrative of the three New Jersey Career Equity Assistance Centers. Graphs show the number of adult and secondary students enrolled in various cluster categories and the categories that have moved toward more balanced male/female representation. Women are typically enrolled in training for generally low-paying, low-skill jobs despite movement in some categories into professional and managerial jobs, and secretarial work is still the largest occupational area for women. Secondary student enrollments show more gender balance in vocational home economics; adult figures are more balanced in health professions and related sciences. The single parent category in the sex equity set-aside indicates significant changes in enrollment patterns, with 51 percent in nontraditional areas. (KC)

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GENDER EQUITY IN NEW JERSEY 1996

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SECONDARY AND ADULT ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS AND SINGLE PARENT PROJECTS

Prepared by:

Career Equity Assistance Center
for Research and Evaluation
Life Skills Center
Department of Human Ecology
College of Education and Human Services
Montclair State University
Upper Montclair, NJ 07043

Funded through the Carl D. Perkins Act
Equity Provision P.L. 101-392
New Jersey State Department of Education
Patricia Ann Mitchell, Ph.D., Gender Equity Coordinator

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Montclair State University
Upper Montclair, NJ 07043

Joanne F. Coté-Bonanno, Ph.D., Project Director
Joan D. Bernstein, Ed.D., Project Director
Jerry Carver, M.A., Project Coordinator
Marjorie Doremus, Ph.D., Project Coordinator
Gail Wojtowicz, B.S., Project Assistant

Funded through the Carl D. Perkins Act
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This report represents the findings of the authors. Opinions expressed do not necessarily reflect the position or policy of Montclair State University or the New Jersey Department of Education, Office of Bilingual Education and Equity Issues, and no official endorsement should be inferred.

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Appreciation is expressed to the many individuals who have contributed to the compilation of this report. Special thanks to Gil Klajman, our statistical and technical consultant, for his valuable assistance. Gratitude is extended to Carmela Joseph, New Jersey Department of Education, for providing the necessary enrollment data. Recognition is given to the Single Parent, Displaced Homemaker and Gender Equity Program Coordinators and their clients for their cooperation in collecting the data included in this report. A special note of thanks is extended to Patricia Mitchell, New Jersey State Gender Equity Coordinator, for her support and guidance of this report.

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INTRODUCTION

The Office of Bilingual Education and Equity Issues, New Jersey Department of Education, through funding from the Carl D. Perkins Act Vocational and Applied Technology Education sponsors single parent/displaced homemaker and gender equity programs throughout the state. Programs offered through the Perkins Act sex equity set aside in New Jersey are consistent with the *Strategic Plan for Systemic Improvement of Education in New Jersey*. One of the most relevant relationships between the Strategic Plan and the Perkins Act programs pertains to identifying corrective actions to address educational inequities resulting from gender discrimination and bias. Current programs designed to increase knowledge of equity standards are addressing economic disparity based on gender.

At a time when New Jersey's educational system is emphasizing the importance of gender equity by the inclusion of this concept in the *Strategic Plan for System Improvement of Education in New Jersey*, and in the core content Curriculum Standards, the continuation and expansion of the gender equity set aside programs is of particular importance.

In agreement with the mission of the U.S. Department of Education, this enrollment report aspires "to ensure equal access to education and to promote educational excellence throughout the nation". This report similar to the Gender Equity Task Force report, *Leveling the Playing Field*, identifies barriers to female participation in the workforce and proposes recommendations to eliminate those barriers and assure equity and fairness to females who choose to enhance their work-related skills.

The four sections of this report present:

- the statistics from the New Jersey Department of Education secondary and adult occupational program enrollments for 1992 to 1995,
- a profile of single parents and homemakers and related services provided to them,
- a profile of students in gender equity programs, and
- a narrative of the three New Jersey Career Equity Assistance Centers.

Section I is a presentation of New Jersey Occupational Education clusters which are groups of educational programs illustrating male/female student enrollment figures for the 1992 to 1995 school years. Highlighted are nontraditional programs which are defined as enrollment dominated by 75 percent or more of one gender. Balanced enrollment is defined as a continuum between 25/75 and 50/50 percent gender enrollment. The threshold between traditional and nontraditional enrollment is therefore understood as greater or less than 25 percent enrollment and 75 percent enrollment (e.g. Health Professions/Related Services, a program cluster which is traditional for females, would be considered gender balanced if male enrollment increased to 25 percent or greater).

Because the number of individual courses offered by programs throughout the state is extensive, the courses are grouped into subject areas, or clusters. The bar charts display figures on the number of adult and secondary students enrolled in programs in these cluster categories. The data presented on male/female occupational clusters is based on the figures from the Department of Education, School-to-Work Initiatives. This report shows the enrollment patterns in these program areas for the years 1992 through 1995, highlighting the clusters where enrollment has shifted from traditional to nontraditional, and where gender balance has occurred.

Enrollments, excluding those from the sex equity set aside tend to show women employed in generally low paying, low skill jobs despite movement in some categories into professional and managerial jobs. Like most employed women, the largest proportion of those maintaining families

are in administrative support jobs, including clerical work. Secretarial work is still the largest occupational area for women, just as it has been in the past.

Figures from the single parent category in the sex equity set aside indicate significant changes in enrollment patterns with 51 percent in nontraditional areas. With occupational training, a single parent is more capable of obtaining employment that will lead to financial security and economic independence.

The purposes of the gender equity set aside (10.5 percent) appropriated through the Carl D. Perkins Vocational and Applied Technology Education Act are to:

- Increase the economic self-sufficiency of single parents, displaced homemakers and single pregnant women through occupational education in high wage, high skill and nontraditional areas.
- Decrease gender bias and stereotyping in career choice.
- Increase enrollments in career areas nontraditional for a person's gender.

Montclair State University's Career Equity Assistance Center has annually prepared an analysis of enrollment data since 1987. In 1986, the first report *A Status Report on Single Parents and Homemakers Programs in New Jersey from 1978 to 1986*, was released.

The 1992-95 Secondary and Adult Vocational occupational programs data organized by cluster shows a trend toward increasing the number of females and males in programs which are nontraditional for their gender. The following lists depict the clusters which show enrollment change:

A trend toward gender balanced secondary student enrollments is exhibited in:

- Business Management/Administrative Services
- Computer/Information Sciences
- Marketing Operations/Distribution
- Vocational Home Economics

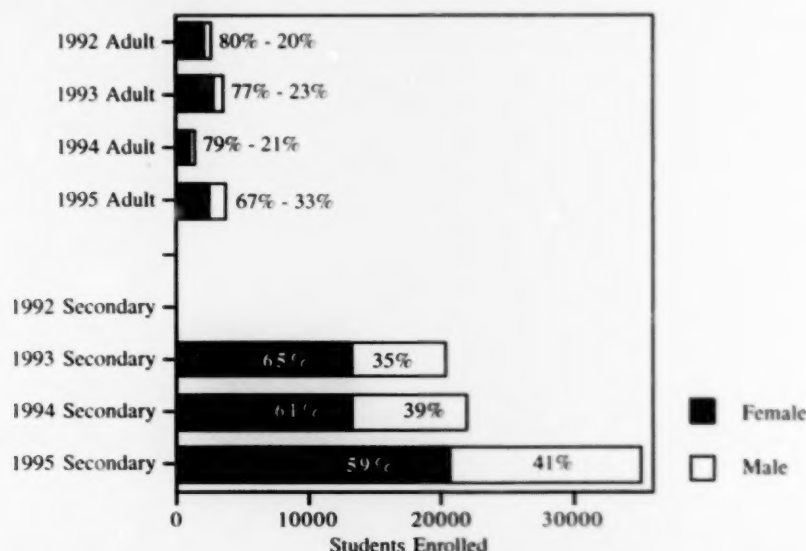
A trend toward gender balanced adult student enrollments is exhibited in:

- Business Management/Administrative Services
- Computer/Information Sciences
- Health Professions/Related Sciences
- Marketing Operations/Distribution.

SECTION I

BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES-1992-95

Business Management and Administrative Services is a group of instructional programs that prepares individuals to perform managerial, research, and technical support functions related to the commercial and/or non-profit production, buying, and selling of goods and services.



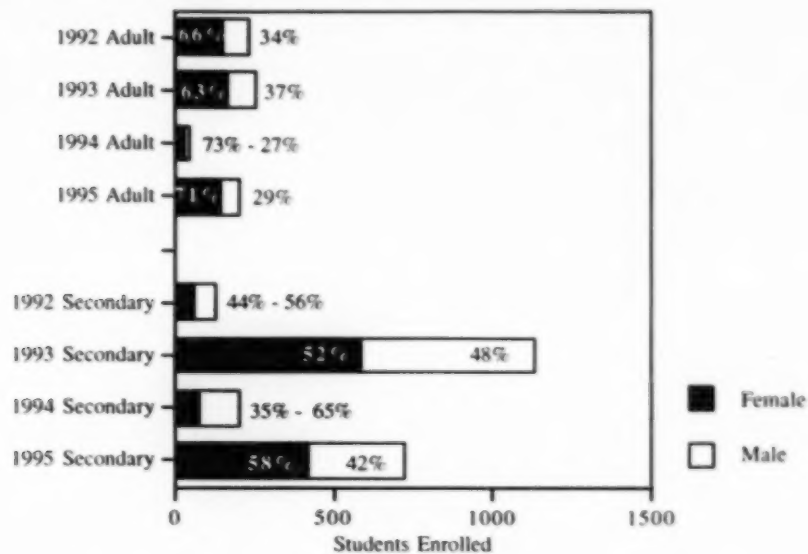
- **Adult:** The percentage of adult males enrolled in Business Management/Administrative Services showed an increase between 1992 and 1995, when adult enrollment achieved gender balance with 67 percent females and 33 percent males.
- **Secondary:** From 1993 through 1995, secondary students show a more balanced gender enrollment for each successive year. (Data figures for 1992 are not available.)
- **Nontraditional:** Total secondary enrollment for 1995 increased dramatically for both females and males. The cluster Business Management/Administrative Services is no longer considered nontraditional for males. However, several occupational programs within the cluster are still slightly unbalanced. These include: Medical Administrative Assistant/Secretary, Legal Administrative Assistant/Secretary, Administrative Assistant/Secretarial Science, General Office/Clerical/Typing.



On the Gender Equity Scale, enrollment in Business Management and Administrative Services programs is considered balanced.

COMPUTER AND INFORMATION SCIENCES—1992-95

Computer and Information Sciences is a group of instructional programs that describes the design, development and operation of electronic data storage and processing systems, including hardware and software.



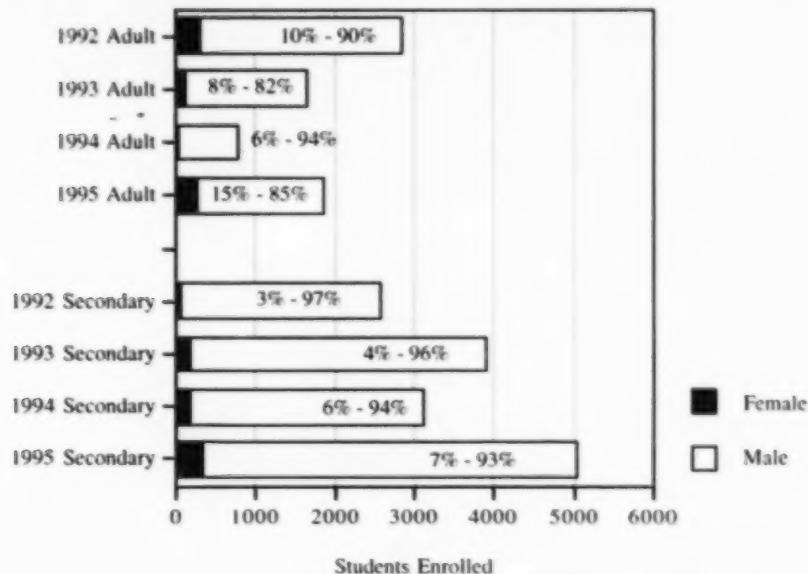
- **Adult:** Adult enrollment in Computer and Information Science Programs is considered gender balanced. Reported adult enrollment dropped in 1994 but increased again in 1995.
- **Secondary:** Gender enrollment for secondary students was closer to an even gender split. Secondary enrollment dropped after 1993, but in 1995 increased again.
- **Nontraditional:** Computers and Information Sciences programs are some of the most balanced in terms of gender enrollment. In this cluster, some of the occupational programs which remain unbalanced include: Computer Information Sciences and Data Processing Technology.



On the Gender Equity Scale, enrollment in Computers and Information Sciences programs is considered balanced.

CONSTRUCTION TRADES—1992-95

Construction Trades is a group of instructional programs that prepares individuals to use technical knowledge/skills in the building, inspecting, and maintaining of structures and related properties.



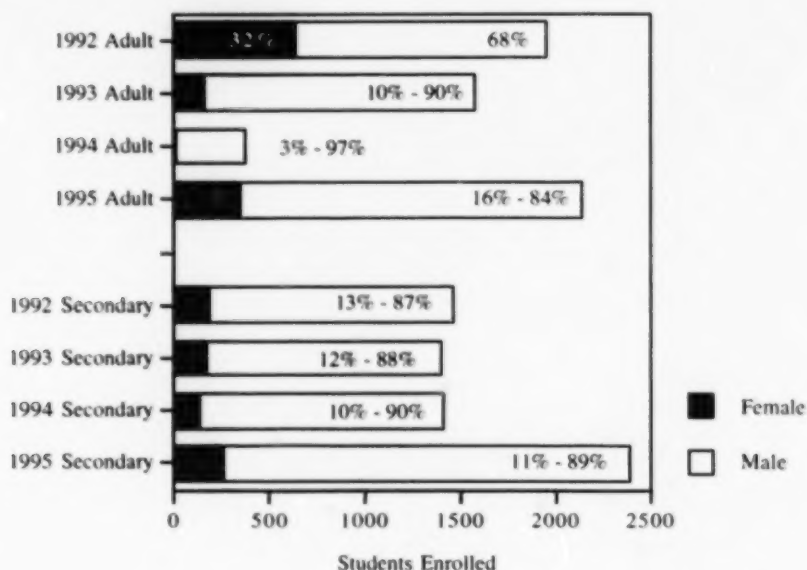
- **Adult:** From 1992-94 total adult enrollment in Construction Trades showed a decline. However, in 1995, enrollment increased for both males and females.
- **Secondary:** In 1995, total secondary enrollment reached its highest number. Reported enrollment indicates that this program remains heavily nontraditional for females and traditional for males. However, female enrollment continually increased from year to year.
- **Nontraditional:** Occupational education programs in this cluster with the lowest female enrollments include: Electric Power Transmission Installer, Painter/Wallcoverer, Plumber/Pipefitter, Electrician, and Building/Property and Maintenance Manager.



On the Gender Equity Scale, enrollment in Construction Trades programs remains traditional for males, although female enrollment has increased overall.

ENGINEERING RELATED TECHNOLOGY—1992-95

Engineering Related Technology is a group of instructional programs that prepares individuals to apply basic engineering principles and technical skills in support of engineering and related projects.



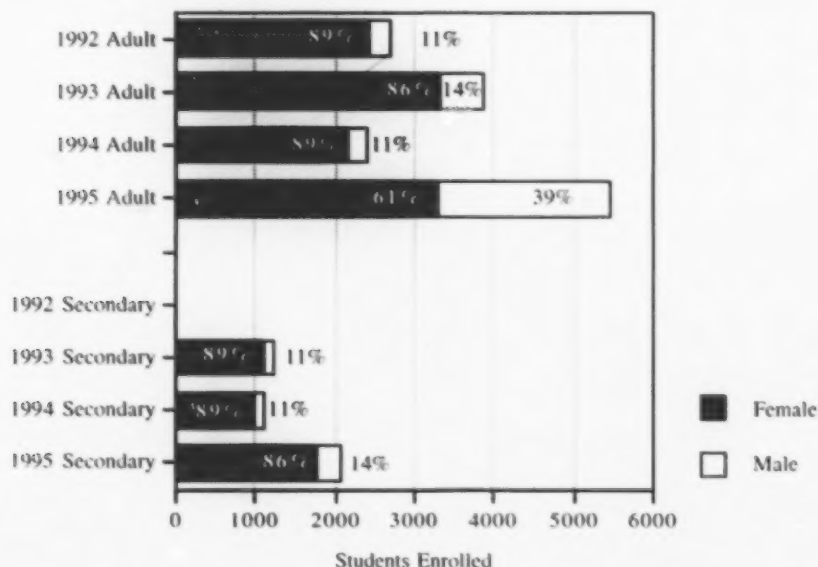
- **Adult:** Total enrollment from 1994-95 significantly increased by 82 percent for adults (total = 2,134). Despite the fact that in 1992, female enrollment was gender balanced, in succeeding years this balance declined. However in 1995, there was an increase in female enrollment.
- **Secondary:** Total enrollment increased by 41 percent for secondary students (total = 2,390) from 1994-95. Secondary gender percentages remained relatively the same with the increased enrollment.
- **Nontraditional:** This area remains nontraditional for females. The occupational programs within this cluster with the highest male enrollment are: Heating, Auto Engine Technology, Architect Engineering Technology, and Electronic Communication Engineering.



On the Gender Equity Scale, enrollment in Engineering Related Technology programs remains traditionally male dominated.

HEALTH PROFESSIONS AND RELATED SCIENCES—1992-95

Health Professions and Related Sciences is a group of instructional programs that prepares individuals to provide health care or related research and support services to individuals or groups.



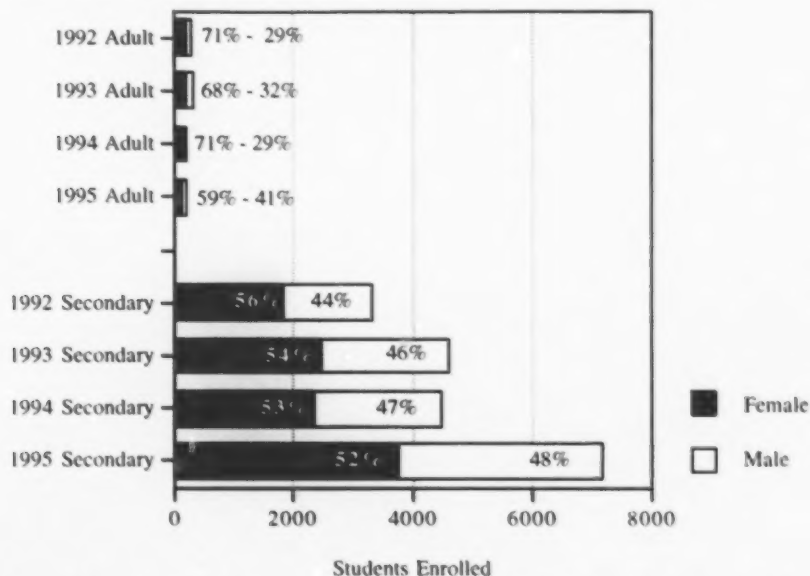
- **Adult:** Enrollment for adults has increased from 1992-95. In 1995, the number of males enrolled increased significantly. Adult enrollment achieved gender balance in 1995 with 61 percent females and 39 percent males.
- **Secondary:** In 1995, though female enrollment declined to 86 percent, and male enrollment increased to 14 percent, Health Profession/Related Sciences programs remained traditional for females. (Figures were not available for 1992 secondary enrollment.)
- **Nontraditional:** Female enrollment in Health Professions and Related Sciences has been consistently higher than that of males among both secondary and adult students from 1992-95. Occupational programs within this cluster with the highest female enrollments are: Medical Records Technician, Nurse Assistant/Aide, Health Unit Coordinator/Clerk, Dental Assistant, and LPN Training.



On the Gender Equity Scale, enrollment in Health Professions and Related Science programs is balanced for adults, but remains traditional for females in secondary programs.

MARKETING OPERATIONS AND DISTRIBUTION—1992-95

Marketing Operations and Distribution is a group of instructional programs that prepares individuals to plan and execute, at the operational or direct sales level, the promotion and distribution of ideas, goods and services in order to create exchanges that satisfy individual organizational objectives.



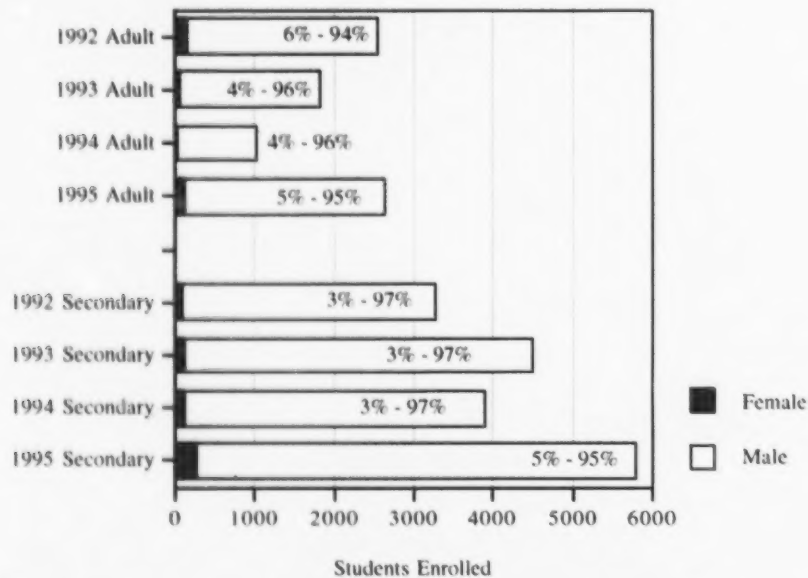
- **Adult:** While total adult enrollment in Marketing Operations and Distribution programs has declined, this cluster remains gender balanced.
- **Secondary:** Secondary enrollment numbers from 1992-95 also show gender balance. In 1995, there was a significant enrollment increase in these programs.
- **Nontraditional:** Both adult and secondary enrollment in Marketing Operations and Distribution is considered gender balanced. The occupational programs within this cluster which remain unbalanced in terms of gender enrollment include: Business Services Marketing Operations, Hotel/Motel Service Operations, Hospitality and Recreation Marketing Operations, and Fashion Merchandising.



On the Gender Equity Scale, enrollment in Marketing Operations and Distribution programs are gender balanced.

MECHANICS AND REPAIRERS PROGRAMS—1992-95

Mechanics and Repairers is a group of instructional programs that prepares individuals to apply technical knowledge and skills to the adjustment, maintenance, part replacement, and repair of tools, equipment and machines.



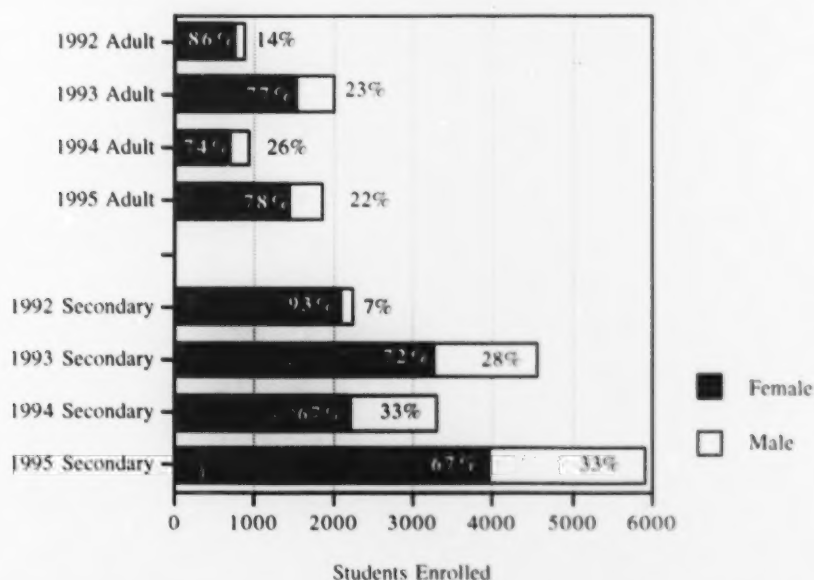
- **Adult:** Between 1992 and 1994 there was a decline in adult enrollment overall, but in 1995 the enrollment increased by 61 percent. However, gender enrollment has remained unbalanced.
- **Secondary:** Total secondary enrollment increased in 1995 by 32 percent. Although female enrollment increased for the same year, Mechanics/Repairers programs remain traditionally male dominated.
- **Nontraditional:** Adult and secondary female enrollment in these programs slightly increased in 1995. The occupational education programs with highest male enrollment in this cluster are: Heating/Air Conditioning/Refrigeration, Diesel Engine Mechanics, Automotive Body Repair, Stationary Energy Service/Installation and Small Engine Mechanics/Repair.



On the Gender Equity Scale, enrollment in Mechanics and Repairers programs still remains traditional for males, although female enrollment has increased slightly.

PERSONAL AND MISCELLANEOUS SERVICES—1992-95

Personal and Miscellaneous Services is a group of instructional programs that prepares individuals to provide a variety of services to individual consumers as well as to organizations such as businesses and industries.



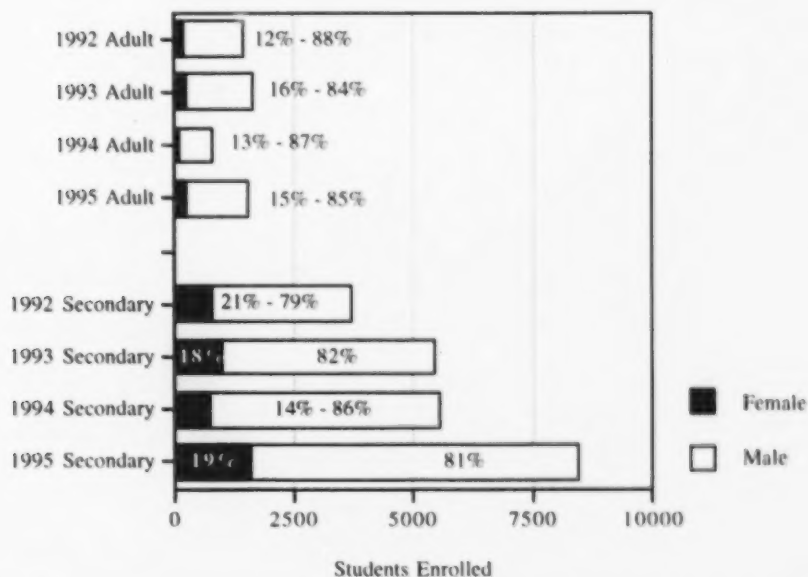
- **Adult:** Personal and Miscellaneous Services programs remain traditional for females. Total adult enrollment increased between 1994 and 1995.
- **Secondary:** Total secondary enrollment increased from 3,305 in 1994 to 5,921 in 1995. Gender balance has been achieved in 1994 and in 1995 with 67 percent female and 33 percent male enrollment.
- **Nontraditional:** Several occupational programs within the Personal and Miscellaneous Services cluster that remain unbalanced include: Cosmetology for both adults and secondary students and Cosmetic Services and Kitchen Personnel/Cook/Assistant for adult students.



On the Gender Equity Scale, enrollment in Personal and Miscellaneous Services programs is at gender balance for secondary students and nearing gender balance among adults.

PRECISION PRODUCTION TRADES—1992-95

Precision Production Trades is a group of instructional programs that prepares individuals to apply technical knowledge and skills to create products using techniques of precision craftsmanship or technical illustration.



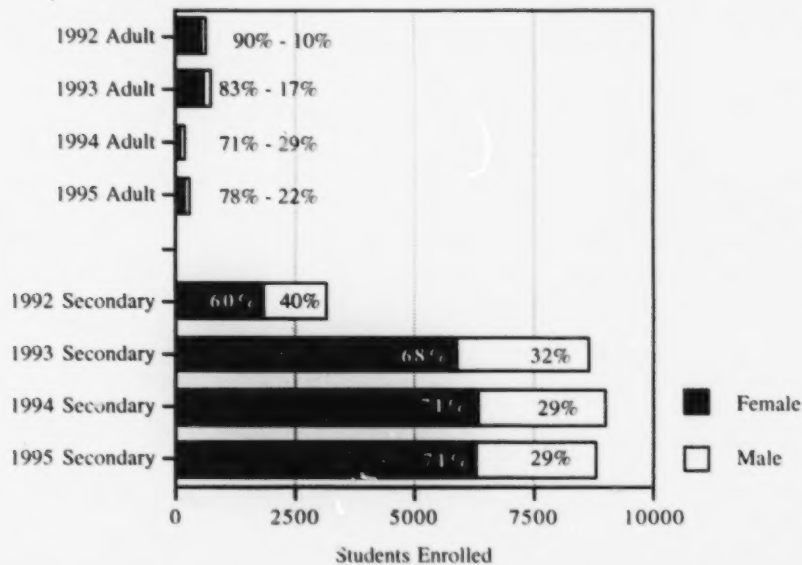
- **Adult:** Adult enrollment in Precision Production Trades remained traditional for males from 1992-95. Female enrollment dropped in 1994, but increased again in 1995.
- **Secondary:** Secondary student enrollment also remained traditional for males from 1992 to 1995, although the percent of female enrollment increased in 1995.
- **Nontraditional:** The occupational education programs with the highest male enrollment in this cluster are: Sheet Metal Worker, Cabinet Maker/Mill Worker, Machinist/Machinist Technician, Welder/Welding Technician and Machine Shop Assistant.



On the Gender Equity Scale, enrollment in Precision Production Trades programs remains traditional for males, but is moving toward gender balance.

VOCATIONAL HOME ECONOMICS—1992-95

Vocational Home Economics is a group of instructional programs that describes competencies in home economics which prepare individuals for the occupation of homemaking, for paid employment, and for organizing and managing business undertakings and services.



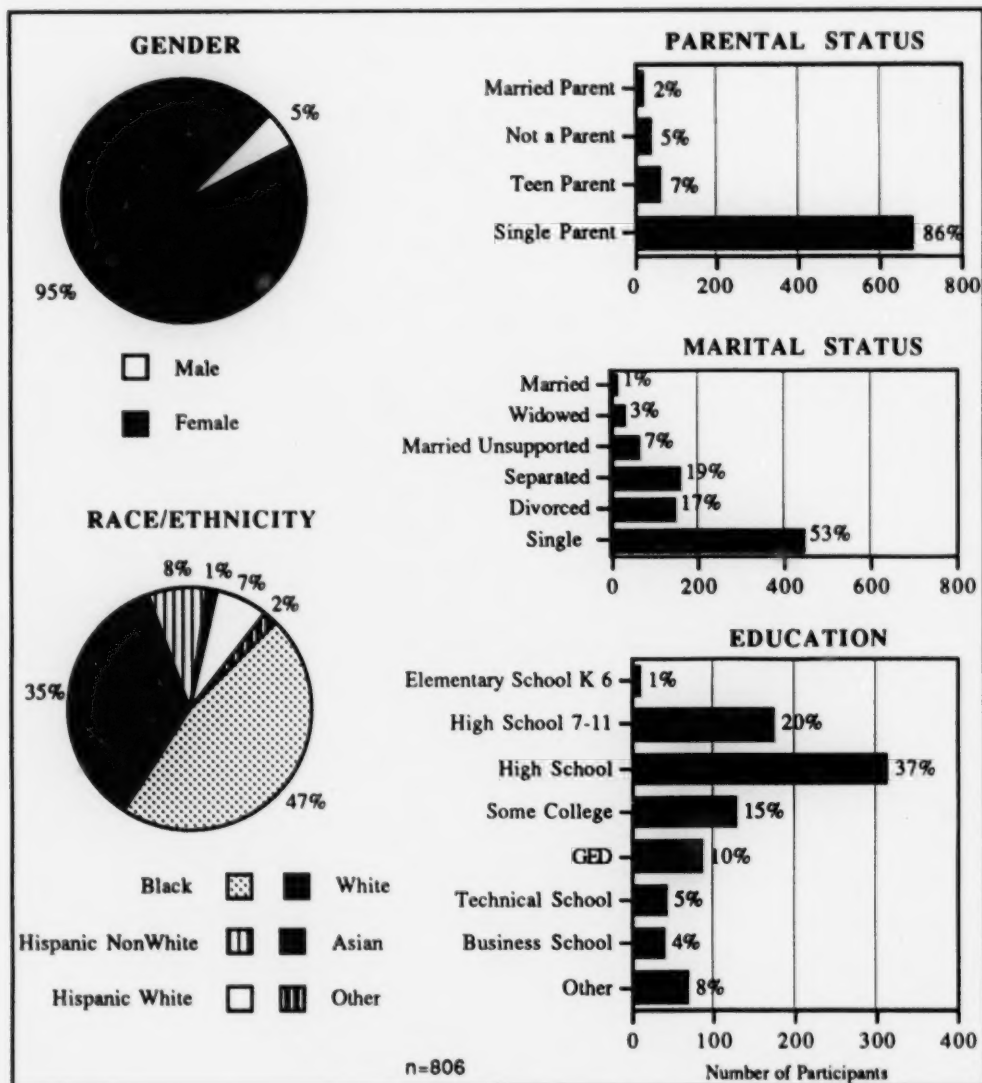
- **Adult:** From 1992-94, among adult students, enrollment moved to gender balance. In 1995, however, this trend reversed slightly.
- **Secondary:** From 1994-95, secondary student enrollment declined for both males and females, although gender percentages remained similar.
- **Nontraditional:** In Vocational Home Economics programs, while adult enrollment is near balance, secondary enrollment numbers show that enrollment has become nontraditional for males. Occupational education programs with the highest female enrollment are: Child Development/Care/Guidance, Child Care Provider, Clothing, and Clothing/Textiles.



On the Gender Equity Scale, enrollment in Vocational Home Economics programs is approaching gender balance in adult programs, and is considered balanced in secondary programs.

SECTION II

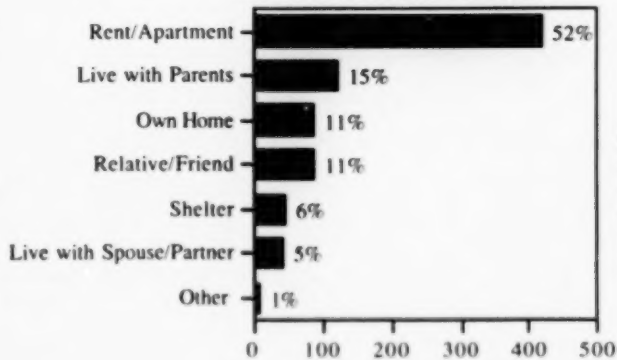
PROFILE OF SINGLE PARENTS AND DISPLACED HOMEMAKERS—1995-96



PROFILE

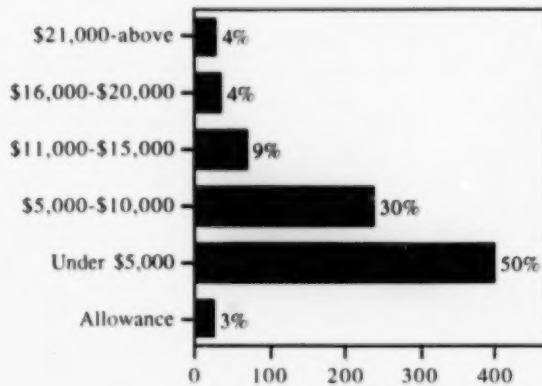
In the 1995-96 program year 806 participants were enrolled in 21 New Jersey single parent/displaced homemaker and single pregnant women programs. The following is the average profile: Ninety five percent of the participants are female, 47 percent are black and 35 percent are white. Ninety five percent of the females are parents and of this group 86 percent are single parents. Fifty three percent are single and 39 percent are either separated, divorced or widowed. Only 8 percent of the participants are married. Fifty seven percent of the participants are either high school graduates or have some high school experience.

LIVING ARRANGEMENTS



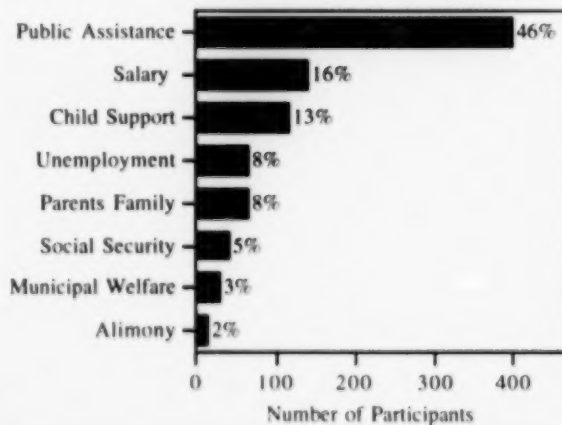
The majority of participants (52%) live in rental apartments.

INCOME



Total annual income for 80 percent of participants is \$10,000 and under.

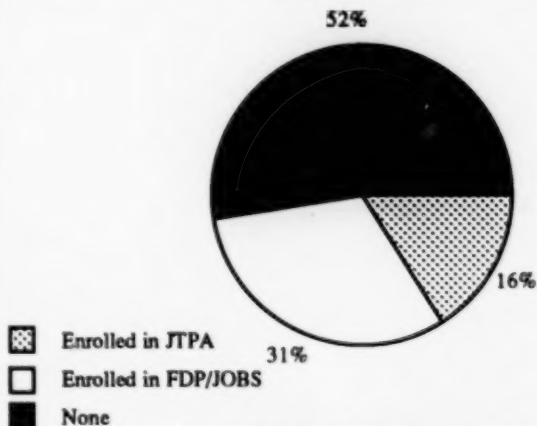
SOURCE OF INCOME



Public assistance is the main source of income for 46 percent of participants.

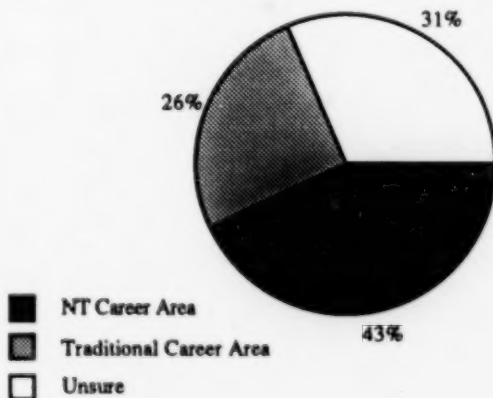
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PROGRAMS



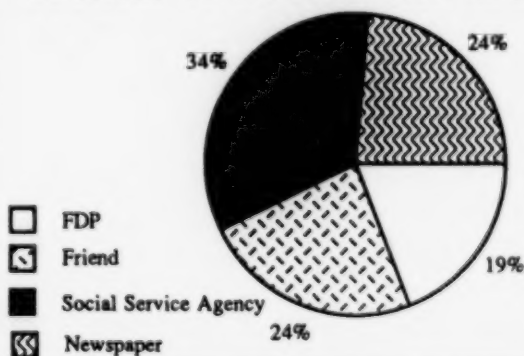
Participants in Single Parent and Displaced Homemaker programs are also enrolled in other Federal and State programs which include the Jobs Training Partnership Act, JOBS, and FDP.

CAREER INTEREST



Nontraditional career areas are of interest to 43 percent of participants.

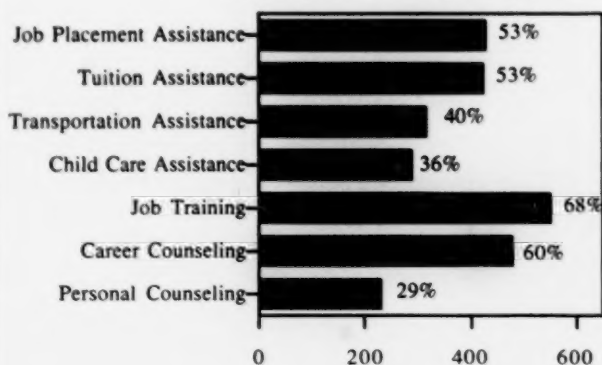
SOURCES OF INFORMATION ABOUT PROGRAM



Thirty four percent of the respondents had received information about training programs from social service agencies.

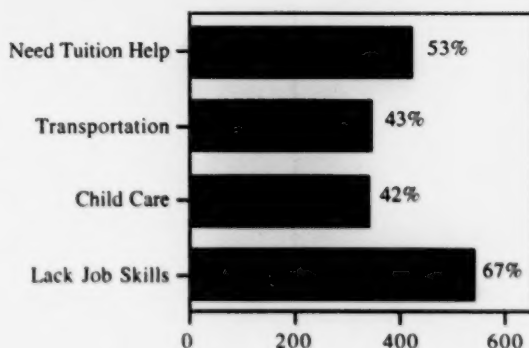
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SERVICES REQUESTED



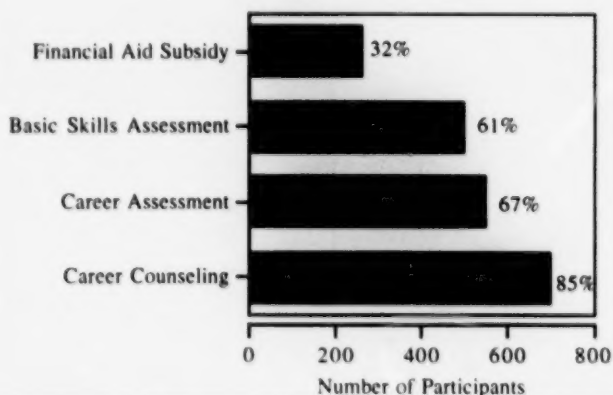
This graph indicates multiple responses. Services requested by participants show that job training (68%) and career counseling (60%) were the most needed. This is followed by job placement and tuition assistance each 53 percent.

BARRIERS TO SELF SUFFICIENCY



This graph indicates multiple responses. The most cited barriers to self sufficiency by respondents were lack of job skills (67%), need for tuition (53%), transportation (43%) and child care (42%).

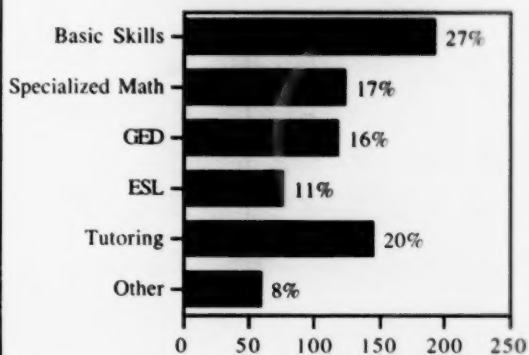
SERVICES PROVIDED



This graph indicates multiple responses. Services received by participants from programs include career counseling (85%), career assessment (67%), basic skills assessment (61%) and financial aid subsidy (32%).

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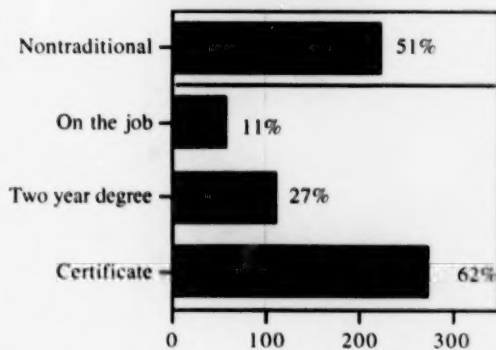
EDUCATIONAL SERVICES



This graph indicates multiple responses. Programs provide educational services to participants. Basic skills training was the most utilized service (27%) by participants.

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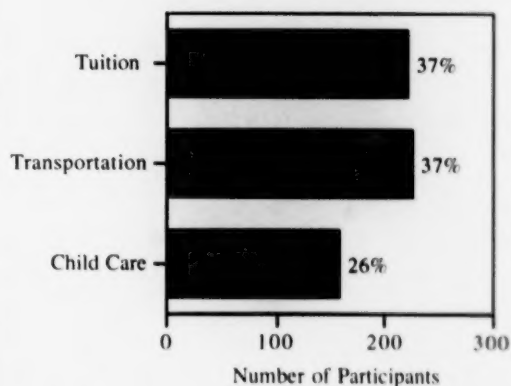
OCCUPATIONAL SKILLS



According to contract, sixteen programs were required to place 320 participants in occupational training. Four hundred forty participants were placed in high-wage, high-skill and nontraditional education programs. Fifty one percent of those in training were in areas nontraditional for their gender.

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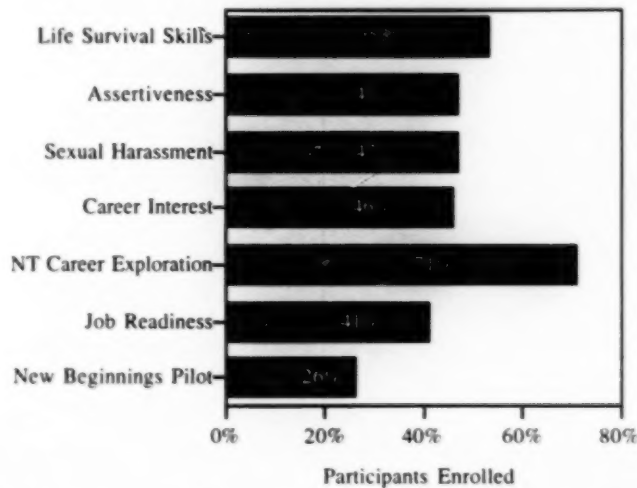
FINANCIAL ASSISTANCE



This graph indicates multiple responses. Participants receive financial assistance for tuition (37%), transportation (37%) and child care (26%). These are also among the most requested services from participants.

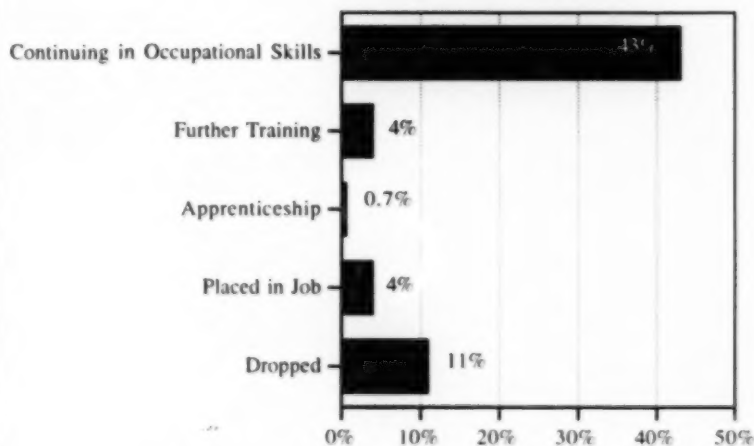
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ON SITE WORKSHOPS



This graph indicates multiple responses. The three most utilized workshops by participants in 1995 include: Nontraditional Career Exploration (95%), Life Survival Skills (53%), and Assertiveness and Sexual Harassment, both (47%).

STATUS



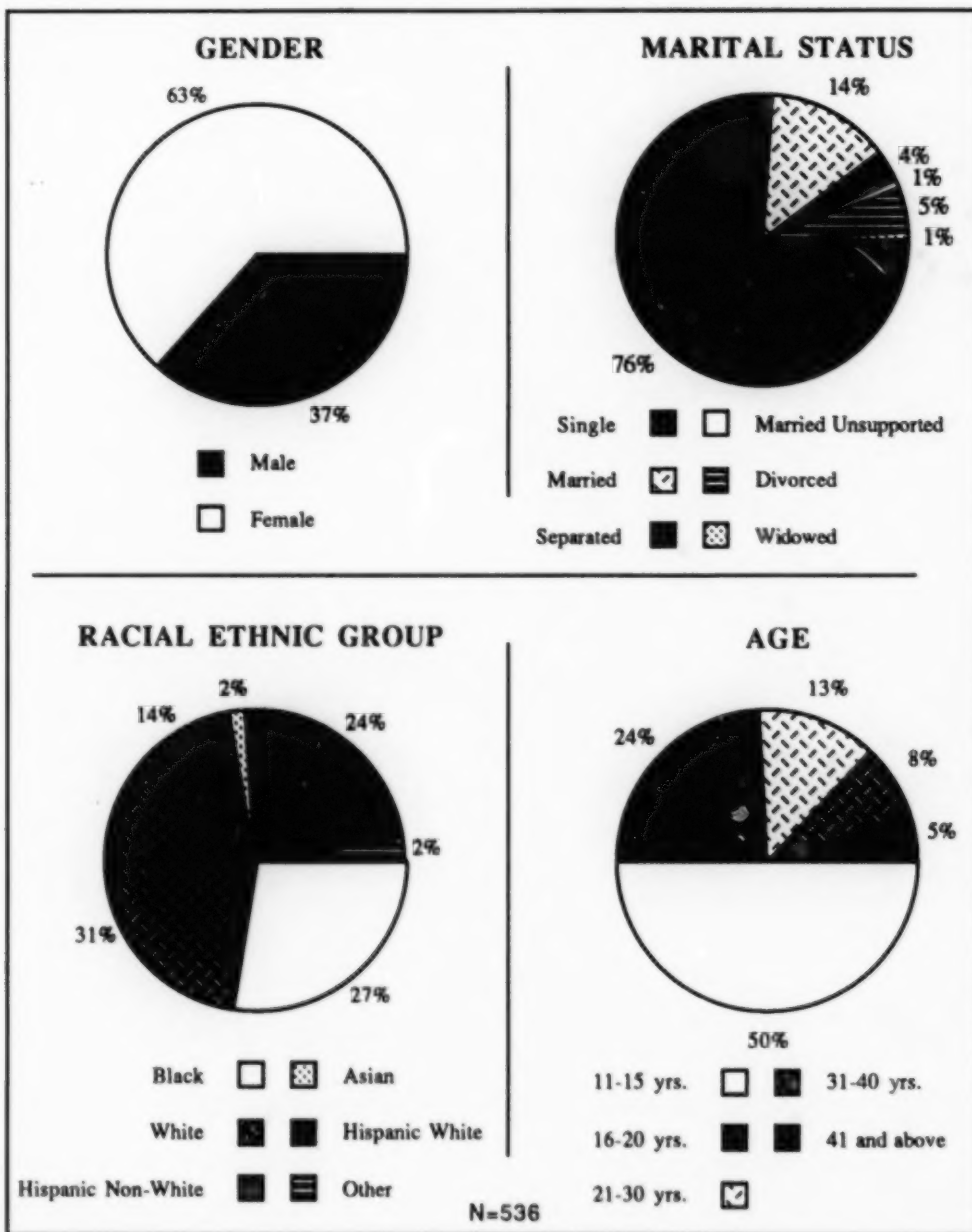
As of May 1, 1996, most of the participants are continuing in their occupational education. Job placement services begin when training is completed.

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SECTION III

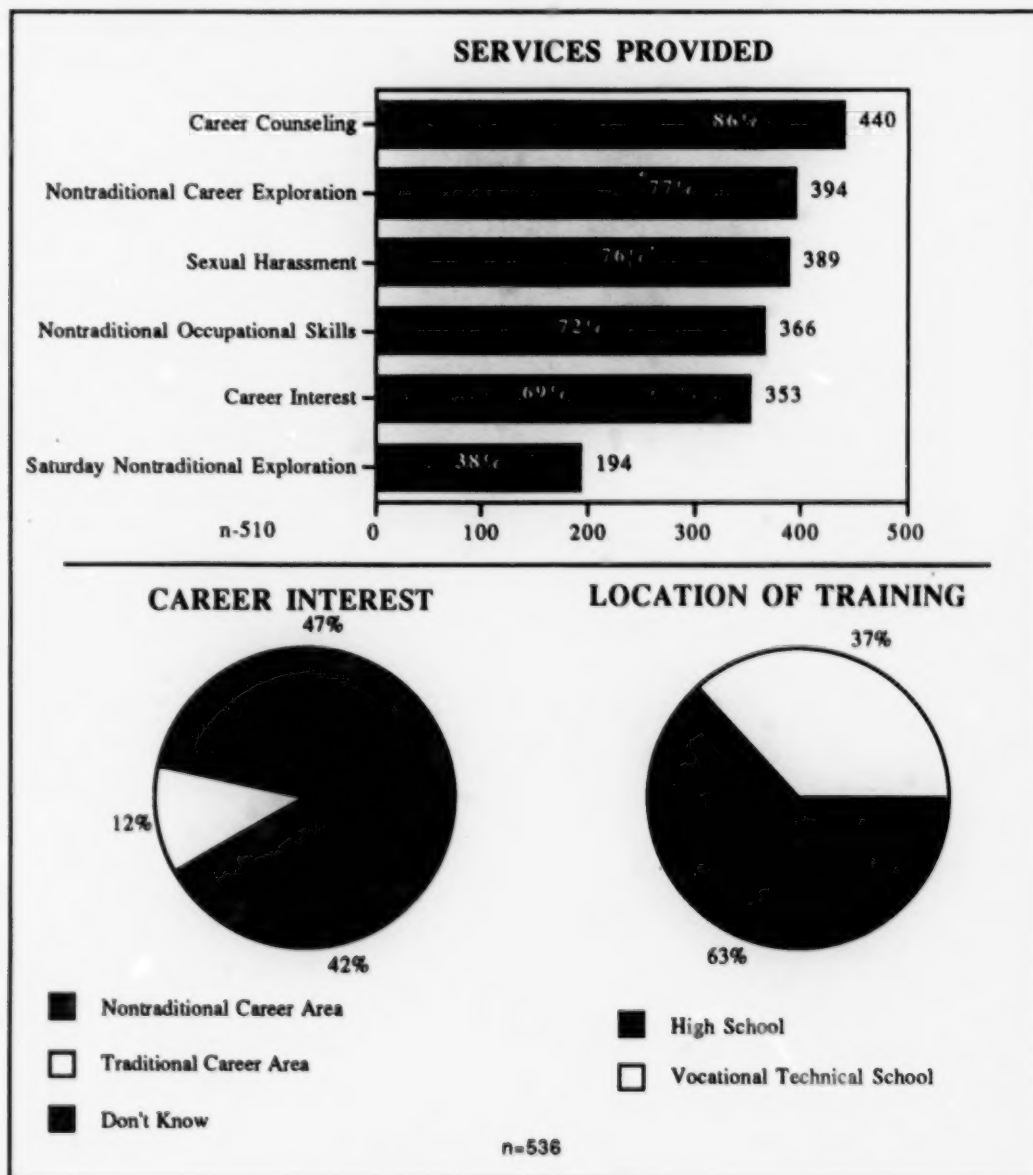
GENDER EQUITY PARTICIPANT PROFILE

The following charts indicate the characteristics of New Jersey Gender Equity Project participants. The 1995-96 data shows services were provided to 536 clients, including 344 secondary students and 192 adults.



GENDER EQUITY SERVICES

Gender Equity Projects in New Jersey provided services in High Schools and Vocational Technical Schools to 536 participants. Forty two percent of the participants indicated interest in nontraditional careers. Among the services offered, career counseling was the most utilized.



1997 RECOMMENDATIONS FOR ACHIEVING GENDER EQUITY

In 1990, the Bureau of Gender Equity in the State of New Jersey Department of Education established long-term goals related to the requirements in the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392. The goals were expanded to include additional areas of education as a result of the passage of new legislation such as the School-to-Work Opportunities Act and the Nontraditional Employment for Women Act, recommendations from the State Employment and Training Commission's report, *Leveling the Playing Field*, and the release of the New Jersey Core Curriculum Content Standards and the *Strategic Plan for Systemic Improvement of Education in New Jersey*. These long-term goals are listed below.

- Goal 1 Eliminate sex bias and stereotyping in all areas of the educational program, with emphasis on vocational education, administration, policy, teacher certification, guidance and counseling, the core curriculum, and instructional practices.
- Goal 2 Increase enrollments which are nontraditional for a person's gender for adults, single parents, displaced homemakers, single pregnant women and students in the following areas: all vocational programs, technology preparation, school-to-work, all discretionary grants, and advanced level mathematics, science and technology classes in schools and community colleges.
- Goal 3 Increase economic self sufficiency and freedom from reliance on public assistance programs for single parents, displaced homemakers, and single pregnant women by providing effective and multi-service occupational training programs in high-wage, high-skill and nontraditional areas and by removing barriers to success in these programs such as low self-esteem, math anxiety, lack of career knowledge, and negative attitudes toward nontraditional careers.

Evidence presented in this enrollment report indicates significant progress over the last five years in meeting these goals. New Jersey is among the few national leaders in accomplishing gender equity goals such as those listed above. The following recommendations are made to provide for the achievement of all students.

I. WORKFORCE READINESS AND BLOCK GRANTS

The current workforce readiness legislation governing programs in the department include the Carl D. Perkins Vocational and Applied Technology Education Act and the School-to-Work Opportunities Act. Because the Perkins Act will end in October and new legislation has not been developed, the following recommendations are made for inclusion in workforce readiness planning. The department, in its process as a member of the team which determines workforce readiness programs and disposition of funds within the block grants should:

- A. Continue to support and implement the State Employment and Training Commission's task force report, *Leveling the Playing Field*.
- B. Continue and expand the grant programs administered through the Office of Bilingual Education and Equity Issues, Bureau of Gender Equity including 1) single parent and displaced homemaker survival skills and high-wage, high-skill nontraditional training programs and 2) statewide career equity assistance centers focusing on training, marketing and evaluation.
- C. Expand the grant programs administered through the Office of Bilingual Education and Equity Issues, Bureau of Gender Equity to include a series of model programs to expand career options and increase achievement of females (and others who may be low achievers) in the areas of mathematics, science and technology.
- D. Continue to support the functions of the Bureau of Gender Equity in the Office of Bilingual Education and Equity Issues which include:
 - 1. Administer the gender equity grant program for single parents, displaced homemakers, and single pregnant women, statewide career equity assistance centers and model gender equity programs.
 - 2. Develop an annual plan for the use of all funds.
 - 3. Assist administrators, instructors, and counselors in implementing programs and activities to increase access for women, single parents, displaced homemakers, and single pregnant women and to increase male and female enrollment in nontraditional programs.

4. Develop recommendations for programs of information and outreach to women and girls concerning career education and employment opportunities in high-wage, high-skill nontraditional areas.
 5. Provide technical assistance and advice to local education agencies, postsecondary institutions, and other interested parties in the State on expanding nontraditional career opportunities.
 6. Gather, analyze, and distribute data on a) the effectiveness of career education programs in the State workforce readiness system in meeting the education and employment needs of women and girls, including the preparation for employment on high-wage, high-skill areas, new and emerging occupational fields and occupations regarded as nontraditional, and b) the status of men and women students and employees in career education programs.
 7. Review, comment upon, and make recommendations concerning the plans of local education agencies, workforce investment boards, one-stop shops and other workforce readiness system areas to ensure that the needs of women and men for training in nontraditional jobs are met.
 8. Review career education, mathematics, science and technology programs, including career guidance and counseling, for sex stereotyping and sex bias, with particular attention to practices that tend to inhibit the entry of women and girls into high-wage, high-skill and nontraditional careers.
 9. Submit recommendations to the State board for inclusion in the State plan for programs and policies to overcome sex bias and stereotyping in education programs.
 10. Submit to the State board an assessment of the State's progress in overcoming sex discrimination and sex stereotyping.
 11. Review proposed actions on grants, contracts, and the policies of the State board and workforce readiness system to ensure that the needs of women and girls are addressed in all areas of education.
- E. Expand the scope of the Bureau of Gender Equity to include providing gender equity services and the functions listed in Section D above for the entire New Jersey Workforce Readiness System. This expansion would include, but not be limited to:
1. Administer a pilot gender equity nontraditional occupational education program for Women First recipients.
 2. Expansion and increased funding for three statewide career equity assistance centers to provide current services.
 3. Administer a pilot gender equity nontraditional career education program for at-risk youth.

2. CORE CONTENT CURRICULUM STANDARDS

The Core Content Curriculum Standards passed by the NJ Board of Education in 1996 contains many references in its indicators to culture, diversity, gender, race, religion and the Holocaust. While only five of these areas specifically mention gender, and it is assumed that gender is to be included, the fact remains that it is invisible and may or may not be included in the lesson plan of the teachers. Therefore, in the implementation of the core content curriculum standards, it is recommended that:

- A. An activity guide be adopted and distributed to all schools which integrates gender equity into all areas of the standards, indicators and frameworks.
- B. Technical assistance and seminars on integrating gender equity into the core content curriculum area to be made available to all educators.
- C. Tests and other evaluation measures of accomplishment for the standards be gender-fair in composition and that test results be analyzed by gender and, within gender, by race, ethnicity, and disability.

3. TEACHER CERTIFICATION

The teacher certification code is scheduled for revision in the near future. The final certification requirements may utilize its present prescriptive language, change to performance-based language or provide a policy statement. It is recommended that the language of the code contain the following:

All teachers in the New Jersey public education system will be knowledgeable about gender equity issues including establishing an equitable school climate, practicing gender-fair instructional methods, implementing gender equity laws, infusing gender equity standards into the curriculum, teaching/facilitating

for varied learning styles, presenting information about career areas nontraditional for a student's gender, and ensuring access. As a result, all students, regardless of gender, will experience high expectations, high self esteem, achievement, and an equitable learning experience free of bias, stereotyping and discrimination. The following recommendations have been designed to accommodate performance-based format:

All teachers in the New Jersey public education system will be able to:

1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis.
2. Identify materials or activities that reinforce gender bias and stereotyping and make recommendations that they be eliminated or modified.
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns.
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the workforce. Discuss the importance of expanding female and male choices in careers.
5. Reinforce realistic job futures by assisting both genders in recognizing that it is very likely that their adult roles will include paid work, parenting and homemaking.
6. Use materials that show the changing roles of men and women, both in the workplace and family.
7. Plan student activities that help female and male students work together more effectively.
8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll in nontraditional programs and courses and in high level mathematics, science and technology.
9. Evaluate their own teaching behaviors in gender equity areas including nonsexist language, discipline, wait time, acknowledgment, higher order questioning, response opportunity, active listening and feedback.
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.
11. Incorporate the topics of sex discrimination, stereotyping, and bias into regular course content and discussions when possible.
12. Help arrange for nontraditional role models - both men and women - to be speakers for career days, shadowing, mentoring, and classroom instruction.
13. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, interpersonal communication and media.
14. Ensure that students enrolled in nontraditional classes are supported through support groups and contacts with role models and counselors.
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.
16. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests, and need rather than on the basis of their gender.
17. Identify, prevent, and respond to incidents of gender bias, discrimination, stereotyping, and sexual harassment incidents in the classroom and school.
18. Assist in planning staff development activities on equity issues.
19. Understand and ensure that they are meeting the requirements of Title IX and NJAC 6:4 and their local sexual harassment policy.
20. Use instructional practices that promote equity such as cooperative learning, and attention to different learning styles.

4. SCHOOL REPORT CARD

The New Jersey Department of Education annually releases a school report card for the state as well as for each district. It is recommended that the publication include:

- A. A statistical breakdown by gender for each category reported.
- B. A section on advanced placement courses showing enrollments, retention, and achievement by gender.

SECTION IV

CAREER EQUITY ASSISTANCE CENTER FOR MARKETING AND RESOURCES

The goal of the Career Equity Assistance Center for Marketing and Resources is to make nontraditional and high wage occupational training more accessible to all students by eliminating gender barriers to access to these training programs.

The objectives of the Career Equity Assistance Center for Marketing and Resources include:

1. To increase awareness about careers which are nontraditional for females and males among students, parents, and educators.
2. To increase knowledge about careers which are nontraditional for females and males among students, parents, and educators.

The objectives were accomplished by the following activities:

- production of Equity Competencies and Standards and Learning Activity Packets
- production of a Sexual Harassment Calendar
- production of ASETS Posters
- production of Nontraditional Role Model Book
- production of Brochure of Equity Projects and Services
- production of Inservice Packets and Folder
- reproduction of "Mythbusters I, II, and III" videos promoting nontraditional careers
- reproduction of the "Sending the Right Signals" video about sexual harassment
- Nontraditional Job Bank and Regional Orientations
- Equity Traveling Exhibit and Conference Participation
- distribution of press releases and brochures
- distribution of equity and nontraditional resources and mailing list maintenance
- Annual Equity Recognition Program of 130 individuals from 37 schools and agencies in 18 counties
- recognition of 125 PRIDE Model Programs
- Equity Recognition Brochure
- providing technical assistance for phone inquires

The Career Equity Assistance Center for Marketing and Resources received a total of 200 orders for 10,303 equity products. 22,702 products were distributed in all. Equity and nontraditional products were distributed to 596 school districts in 21 counties statewide. In addition to taking orders for products, Career Equity Assistance Center for Marketing and Resources staff members fielded informational questions ranging from the definitions of nontraditional careers, what classroom activities were available to promote nontraditional careers and equity, nature of the resources available and their uses, and the availability of other services such as equity training for educators and students.

CAREER EQUITY ASSISTANCE CENTER FOR TRAINING

The Career Equity Assistance Center for Training (CEAC-T) has been located at Trenton State College for the past six years. CEAC-T offers training and staff development programs to students, educators, adults, and agencies interested in increasing career options in trade and technical areas, creating an equitable environment in the classroom and workplace, and increasing awareness and knowledge about equitable behaviors in schools and in the workplace.

During the past year, the training services have included:

- ASETS (Achieving Sex Equity Through Students): 288 students, plus attending faculty from 13 counties attended nine, two-day leadership training programs focusing on sex role stereotyping and its affect on career choice, including nontraditional career options. Additionally, 309 students and educators from 15 counties attended a one-day conference focusing on sharing ideas and increasing knowledge about equity issues.
- PRIDE (Peace, Respect, Inclusion, Diversity, Equity) Conference: Coordination of services with the NJ Department of Education, Office of Bilingual Education and Equity Issues was held for 204 educators statewide representing 17 counties.
- Equitable School: Expecting Success: 34 educators from 11 counties were trained at a three-day program on gender/ethnic expectations and gender-fair instructional practices.
- ASETS Exchange Newsletters: 3,600 copies of three issues of the Equity Exchange student newsletter were distributed, and the Equity Exchange educator newsletter had 12,000 copies of six issues disseminated statewide and nationally.
- The Equity Ensemble: 6,350 students from 12 schools attended performances of the Ensemble, a traveling group of high school students who perform a series of skits about the effects of sex role stereotyping on career choice.
- Inservice Training for Educators and Service Providers: 527 educators attended 10 inservices on various equity issues, including sexual harassment, infusing equity into classroom activities, and total quality management through equity.
- True Colors Diversity Training: 39 educators and program coordinators from 11 counties attended a three-day training for trainers session in the areas of equity and diversity in education and in the workplace.

CEAC-Training continues to offer various equity training to all educators statewide, as well as regionally and nationally by request. During the past year, we have responded to 802 phone calls, sent 391 faxes and 135 letters and memos relating to requests for technical assistance. For the past six years our proven track record has consistently shown that these services are continuously requested each year.

CAREER EQUITY ASSISTANCE CENTER FOR RESEARCH AND EVALUATION

The Career Equity Assistance Center for Research and Evaluation, located at Montclair State University since Project Research Assessment and Evaluation (RAE) began in 1986, has provided direct services to the single parent/displaced homemakers and sex equity programs in the following areas:

- Data Collection: Dedicated software has been developed to facilitate data collection. Monthly summaries are prepared from data from the 26 programs and a year end report summarizes the demographics and activities of the 1342 participants in the single parent/displaced homemakers and gender equity programs.
- Program Evaluation: Pre and post test scores are input monthly from tests to measure changes in knowledge, attitudes and self-esteem. Results are statistically analyzed.
- Follow-up Evaluation: During program year 1996, evaluation measures were mailed to 2,546 participants. Responses were received from 144 participants.
- Technical Assistance: Technical assistance is provided to single parent/displaced homemakers and sex equity programs including orientation workshops, on-site visits, computer training and phone call assistance.

Additional services have included the preparation of the following:

- Nontraditional Career Interest Inventory (NCII): A counseling tool that will assist in identifying those program participants who will be most likely to enroll in nontraditional educational programs.
- Enrollment Report: An annual report presenting enrollment statistics from the New Jersey Department of Education, Office of Bilingual Education and Equity Issues on secondary and adult occupational program enrollment, single parents and homemakers and related services and students in gender equity programs.
- Statistical Profile: An annual report presenting census and state data profiling women in New Jersey, Aid to Families with Dependent Children (AFDC), Women and Infant Children (WIC), national poverty thresholds, public school dropouts, domestic violence and child abuse cases are reported.

Bulletins issued during the 1995-96 program years were:

- Equity Bulletin No. 1. "Equity Programs Benefit New Jersey Women"
- Research Bulletin No. 11. "Technical Careers Changes in Levels of Knowledge"
- Research Bulletin No. 12. "Equity Standards: Changes in Knowledge"
- Research Bulletin No. 13. "Self Esteem: Changes Due to Program Participation"
- Research Bulletin No. 14. "Sex Role Stereotyping: Changes by Program Participants"
- Research Bulletin No. 15. "Sexual Harassment in a New Jersey High School: A Replication Study"
- Research Bulletin No. 16. "Sex Role Attitudes and Sex Role Stereotyping: Recent Literature".

APPENDIX

ADULT ENROLLMENT SUMMARY BY YEAR—1992-95

Program Cluster	Year	Percent of Females	Total Students
Business Management	1992	80	2732
	1993	77	3643
	1994	79	1418
	1995	67	3867
Health Professions	1992	89	2704
	1993	86	3878
	1994	89	2412
	1995	61	5453
Precision Production Trades	1992	12	1459
	1993	16	1663
	1994	13	818
	1995	15	1562
Mechanics & Repairers	1992	61	2558
	1993	4	1828
	1994	4	1028
	1995	5	2772
Construction Trades	1992	<1	2857
	1993	<1	1645
	1994	<1	794
	1995	2	1869
Vocational Home Economics	1992	90	597
	1993	83	723
	1994	71	150
	1995	78	230
Engineering Related Technology	1992	33	1951
	1993	10	1571
	1994	<1	375
	1995	16	2134
Personal & Miscellaneous Services	1992	86	873
	1993	77	2001
	1994	74	922
	1995	78	1869
Computer/Information Services	1992	66	233
	1993	63	257
	1994	73	45
	1995	71	203
Marketing Operations/Distribution	1992	71	294
	1993	68	315
	1994	71	217
	1995	59	189

SECONDARY ENROLLMENT SUMMARY BY YEAR—1992-95

Program Cluster	Year	Percent of Females	Total Students
Business Management	1992	data not available	
	1993	65	20381
	1994	61	21930
	1995	59	35132
Health Professions	1992	data not available	
	1993	89	1237
	1994	89	1117
	1995	86	2061
Precision Production Trades	1992	21	3720
	1993	18	5470
	1994	14	5569
	1995	19	8457
Mechanics & Repairers	1992	3	3267
	1993	3	4488
	1994	3	3909
	1995	5	5795
Construction Trades	1992	3	2582
	1993	4	3885
	1994	6	3130
	1995	7	5042
Vocational Home Economics	1992	59	3152
	1993	68	8673
	1994	71	8994
	1995	71	8807
Engineering Related Technology	1992	13	1460
	1993	12	1405
	1994	10	1415
	1995	11	2390
Personal & Miscellaneous Services	1992	93	2258
	1993	72	4547
	1994	67	3305
	1995	67	5921
Computer/Information Services	1992	44	130
	1993	52	1131
	1994	35	206
	1995	58	720
Marketing Operations/Distribution	1992	56	3311
	1993	54	4586
	1994	53	4491
	1995	52	7168

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ADULT PROGRAM ENROLLMENT—1995

Program Cluster	Program	Adult Male Female %	Adult Male Male %	Total Enrollment
Computer/Information Sciences	Computer/Info Sciences, Gen'l	0.73	0.27	178
	Computer Programming	0.48	0.52	31
Construction Trades	Electric Power Trans Installation	0	1	17
	Painter/Wall Coverer	0	1	3
	Plumber/Pipefitter	0.02	0.98	401
	Electrician	0.05	0.95	683
	Building/Property Maint Mgr	0.15	0.85	248
	Mason/Tile Setter	0.23	0.77	52
	Carpenter	0.33	0.67	676
Engineering Related Technology	Heating	0.01	0.99	371
	Auto Engine Technology	0.05	0.95	330
	Robotics Technology	0.08	0.92	26
	Computer Maintenance	0.14	0.86	94
	Architect Engineering	0.16	0.84	38
	Mech Engineering/Mech Tech	0.17	0.83	42
	Electrical Mechanical	0.25	0.75	4
	Electronic Comm Engineering	0.26	0.74	560
Health Professions/Rel Services	Medical Records Technology	1	0	42
	Dental Assistant	0.98	0.02	117
	Medical Assistant	0.98	0.02	128
	Health Unit Coordinator/Clerk	0.97	0.03	29
	Practical Nurse/LPN Training	0.88	0.12	1504
	Dental Lab Tech	0	1	1
	Emergency Medical Technician	0.32	0.68	2754
Marketing Operations/Distribution	Business Services/Marketing Op	1	0	1
	Hotel/Motel Service Operations	1	0	2
	Food Production Retail/Wholesale	0.43	0.57	14
	Entrepreneurship	0.44	0.56	16
	General Marketing Operations	0.59	0.41	142
	Hospitality/Recreation Operations	0.81	0.19	16
Mechanics and Repairers	Major Appliance Instl/Repair	0	1	6
	Heating/Air Conditioning/Refrig	0.01	0.99	846
	Automotive Body Repair	0.03	0.97	286
	Stat Energy Service/Installation	0.04	0.96	702
	Aircraft Mechanic Technician	0.04	0.96	46
	Diesel Engine Mechanical Repair	0.05	0.95	95
	Automotive Mechanics	0.06	0.94	576
	Electric Equipment Installation	0.07	0.93	100
	Communication Systems Instl/Rep	0.07	0.93	135
	Small Engine Mechanic/Repair	0.07	0.93	162
	Mechanics/Repairers	0.14	0.86	103
	Industrial Electric Instl/Repair	0.17	0.83	30
	Vehicle Repair	0.25	0.75	4
Precision Production Trades	Sheet Metal Worker	0	1	5
	Tool/Dye Maker/Technician	0	1	66
	Welder/Welding Technician	0.03	0.97	517
	Machine Shop Assistant	0.05	0.95	302
	Machinist/Machine Technician	0.07	0.93	92
	Lithographer/Plate Maker	0.12	0.88	17
	Cabinet Maker/Mill Worker	0.13	0.87	67
	Drafting	0.16	0.84	500
	Graph/Printing Operations	0.48	0.52	202
	Architectural Drafting	0.5	0.5	14
	Upholsterer	0.78	0.22	27
Personal and Miscellaneous Svcs	Cosmetic Services	0.98	0.02	105
	Culinary Arts/Chef Training	0.37	0.63	326
	Culinary Arts/Related Services	0.53	0.47	17
	Baker/Pastry Chef	0.56	0.44	173
	Kitchen Personnel/Cook/Assistant	0.79	0.21	78
	Cosmetology	0.91	0.09	1206
Vocational Home Economics	Clothing	1	0	3
	Child Care Provider	0.93	0.08	40
	Comp Consumer Home Making	1	0	22
	Child Development	1	0	3
	Clothing and Textiles	1	0	17
	Food/Nutrition	0.86	0.14	28

SECONDARY PROGRAM ENROLLMENT—1995

Program Cluster	Program	% Female	% Male	Total Enrollment
Business Mgmt/Admin Svcs	Medical Admin Asst/Secy	0.88	0.13	40
	Office Supervise/Mgmt	0.57	0.43	284
	Accounting Technician	0.49	0.51	4650
	Administrative Asst/Secy Science	0.64	0.36	15021
	Legal Admin Asst/Secy	0.26	0.74	31
	Info Proc/Data Entry	0.58	0.42	1178
	Genl Office/Clerical/Typist	0.62	0.38	8205
	Management Info System/Bus Data	0.51	0.49	4898
	Business Management/Admin Svcs	0.39	0.61	378
Computer/Information Sciences	Computer Programming	0.52	0.48	199
	Computer/Info Sciences, Gen'l	0.59	0.41	140
	Data Processing/Tech	0.73	0.27	22
	Computer/Information Svcs	0.6	0.4	359
Construction Trades	Electric Power Trans Installation	0	1	19
	Painter/Wall Coverer	0.2	0.8	25
	Plumber/Pipefitter	0.04	0.96	311
	Electrician	0.1	0.9	863
	Building/Property Maint Mgr	0.11	0.89	811
	Mason/Tile Setter	0.04	0.96	156
	Carpenter	0.06	0.94	2854
Engineering Related Technology	Electronic Communic Engineering	0.05	0.95	1069
	Plastic/Technology Tech	0.05	0.95	43
	Auto Engine Technology	0.06	0.94	237
	Architect Engineering Technology	0.08	0.92	64
	Heating	0.1	0.9	60
	Electrical Mechanical Technology	0.08	0.92	166
	Robotics Technology	0.24	0.76	100
	Computer Maintenance Technology	0.28	0.72	232
Health Professions/Rel Services	Medical Records Technology	0.79	0.21	19
	Health Aide	0.84	0.16	876
	Nurse Asst/Aide	0.86	0.14	398
	Practical Nurse/LPN Training	0.92	0.08	12
	Home Health Aide	0.93	0.07	14
	Dental Assistant	0.95	0.05	101
	Health Unit Coordinator/Clerk	1	0	19
	Dental Lab Tech	0.67	0.33	21
	Medical Office Management	0.72	0.28	29
	Health and Medical Diag/Trmt Svcs	0.65	0.35	40
	Medical Lab Tech	0.67	0.33	21
Marketing Operations/Distrib	Business Services/Marketing	0.81	0.19	89
	Fashion Merchandising	0.96	0.04	92
	Entrepreneurship	0.44	0.56	103
	Food Production Retail/Wholesale	0.55	0.45	813
	General Selling Skills/Sales	0.5	0.5	213
	General Marketing Operations	0.51	0.49	5803
	Hospitality/Recreation Operations	0.67	0.33	9
	Hotel/Motel Service Operations	0.34	0.66	32

Mechanics and Repairers	Mechanics/Repairers	0	1	45
	Vehicle Repair	0	1	33
	Diesel Engine Mechanical Repair	0.02	0.98	249
	Automotive Body Repair	0.03	0.97	992
	Small Engine Mechanic/Repair	0.03	0.97	326
	Automotive Mechanics Technician	0.04	0.96	3306
	Heating/Air Conditioning/Refrig	0.05	0.95	303
	Industrial Electric Instl/Repair	0.05	0.95	128
	Stat Energy Service/Installation	0.05	0.95	75
	Major Appliance Instl/Repair	0.06	0.94	16
	Electric Equipment Installation	0.11	0.89	167
	Communication Systems Instl/Rep	0.2	0.8	126
	Business Machine Repair	0.28	0.72	18
Precision Production Trades	Sheet Metal Worker	0	1	33
	Welder/Welding Technician	0.06	0.94	510
	Machinist/Machine Technician	0.06	0.94	293
	Cabinet Maker/Mill Worker	0.07	0.93	846
	Precision Production Trade	0.07	0.93	175
	Machine Shop Assistant	0.09	0.91	445
	Drafting	0.15	0.85	2386
	Mechanical Drafting	0.17	0.83	353
	Architectural Drafting	0.19	0.81	738
	Printing Press Operations	0.2	0.8	49
	Upholsterer	0.88	0.12	25
	Graph/Printing Operations	0.39	0.61	1908
	Mechanical Typeset/Compose	0.54	0.46	48
	Lithographer/Plate Maker	0.54	0.46	70
Personal and Miscellaneous Svcs	Cosmetic Services	0.39	0.61	28
	Baker/Pastry Chef	0.57	0.43	378
	Culinary Arts/Chef Training	0.41	0.59	1282
	Kitchen Personnel/Cook/Assistant	0.53	0.47	1859
	Culinary Arts/Related Services	0.55	0.45	58
	Cosmetology	0.95	0.05	2316
Vocational Home Economics	Clothing	0.79	0.21	322
	Child Care Provider	0.89	0.11	647
	Fashion/Fabric Cons	0.95	0.05	43
	Commerical Apparel Work	0.73	0.27	485
	Inst Food Worker Admin	0.55	0.45	397
	Consumer Educ	0.81	0.19	21
	Exploratory Homemaking	0.85	0.15	86
	Child Development Care/Guidance	0.87	0.13	1188
	Family/ Individual Health	0.95	0.05	19
	Clothing and Textiles	0.95	0.05	347
	Comp Consumer Home Making	0.72	0.28	211
	Food/Nutrition	0.55	0.45	2914
	Home Management	0.72	0.28	131
	Cons/Homemaking Ed	0.7	0.3	173